

Stanborough



# **Curriculum Intent and vision for Psychology**

**Our vision for the Psychology Curriculum at Stanborough is to equip pupils with the appropriate knowledge, skills and vocabulary needed to be able to understand and explain the causes of human behaviour. Students will develop knowledge and understanding of how psychologists use research methods, scientific processes and techniques of data handling and analysis to conduct psychological research. As a result, students will develop their critical thinking skills and feel confident when reaching logical conclusions based on scientific evidence.**

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**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

## Key Stage 4

### **What is your curriculum intent for Key Stage 4?**

#### **Knowledge**

- Students can understand the different key theories covering the areas of social, cognitive, biological, developmental and individual difference areas of psychology
- Students can apply psychological knowledge and understanding to a range of different contexts
- Students will be able to show how psychological knowledge and ideas change over time and how these inform our understanding of behavior
- Students will develop an understanding of the interrelationships between the core areas of psychology
- Students appreciate the contribution of psychology to an understanding of individual, social and cultural diversity

#### **Skills**

- By evaluating key theories and studies, students will develop the confidence to develop critical thinking skills
- Students will be able plan and design research investigations so that they are both ethical and feasible
- Students will be able to use mathematical skills to analyse and interpret data

#### **Attributes**

- Students will develop care, compassion and empathy for other people.
- By exploring emotionally challenging topics students will develop courage
- By an emphasis on designing, carrying out and analysing the results of practical investigations, students will develop curiosity
- By encouraging students to aim high and evaluate their own investigations, students will develop confidence and resilience.

### **How does Key Stage 3 prepare students for Key Stage 4?**

N/A

### **What do students cover in Key Stage 4? When do they study it?**

<b>Year 10</b>	<b>Year 11</b>
Social Influence Unit Research methods Unit Memory Unit Perception Unit Development Unit	Language, Thought and Communication Unit Brain and Neuropsychology Unit Psychological Problems Revision

### **Why do they study it in that order?**

Throughout the course, research methods underpin the content (theories and studies) that students need to know. However, in order to fully understand research methods, students must also have examples of theories and studies to apply this knowledge to. Therefore, the course starts with an introduction to these topics so that links can be formed and knowledge is enhanced as the students' progress through the content. The order of topics delivered does not follow the specification chronologically. The topics that require a more complex understanding of psychological concepts are taught in year 11 when the students are more confident with the subject and terminology.

### **How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

- Do it Now tasks – knowledge checks at the start of each lesson to recap prior learning
- End of unit tests to assess progress
- End of unit test feedback and DIRT time
- Past exam questions to apply knowledge and skills throughout the course
- Mock exams

### **How do your curriculum choices contribute to the student's cultural capital?**

The course is designed to inspire and engage students by providing a broad and coherent curriculum which develops an understanding of the ideas and values that characterize 'self' and others. Students will be able to use the vocabulary of psychology with confidence. Students will develop transferable creative and critical analysis, independent thinking and research skills by learning to plan and design their own investigations.

### **Key Stage 5**

#### **What is your curriculum intent for Key Stage 5?**

Our curriculum is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life.  
Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

#### **How does Key Stage 4 prepare students for Key Stage 5?**

Students who studied the subject at KS4 already have a sound knowledge of Psychology and the key concepts within the subject. Students are familiar with the assessment objectives and possess the skills (knowledge, application and evaluation) required to succeed in the subject. There is an overlap of terminology and topics, e.g. issues and debates, neuropsychology, research methods, memory, elements of psychopathology which students will be required to study in more depth in KS5.

#### **What do students cover in Key Stage 5? When do they study it?**

##### **Year 12**

###### Autumn term:

Social Influence - An understanding of conformity, obedience and how this impacts society. Examines key examples throughout history (apartheid, The Suffragettes, MLK etc.). Emphasis placed on personality.

Memory - Conceptual and abstract thinking. Building on cognitive approach. Understanding of how memory works through 2 different models. Focus on forgetting and issues with EWT.

###### Spring Term:

Attachment - Understanding of why humans need attachments and the evolutionary benefits of them. Reflecting upon own attachments. Understanding future impacts of earlier attachments. Analysing impacts of disruption in early attachments.

Approaches - Basic understanding of human development from various perspectives. Ability to think abstractly, from other points of view and apply this to everyday situations/human behaviour. Biopsychology - Built on from biological approach; getting students to understand the biological basis of human behaviour

##### **Year 13**

###### Autumn term:

Biopsychology year 2 content - Built on from Biological approach and ASF Biopsychology content; getting students to understand the biological basis of human behaviour and furthering this to understand functions of the brain.

Issues and Debates - To understand significant issues & debates that are consistent across all areas of psychology. This will bring together AO3 elements from all topics.

###### Spring Term:

Forensic Psychology - Students will learn explanations for criminality and how it can be "treated" (e.g. token economy systems and restorative justice).

Gender- Students will look at differences between sex and gender. They will study biological, cognitive and learning theories of gender development as well as explanations for atypical gender development.

<p><u>Summer Term:</u> Psychopathology - Knowledge of some of the most common mental health disorders, including anxiety and depression. Students will develop knowledge of explanations and treatments.</p> <p>Schizophrenia - Students will learn to understand schizophrenia the co-morbidity rates with other common mental illnesses. This includes symptoms, classifications, explanations and treatments. Will build on knowledge from the cognitive, behavioural &amp; biological approaches.</p>	<p><u>Summer Term:</u> Revision and final exams</p>
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Research methods will be taught alongside each topic throughout the year. This includes practical lessons to implement many scientific and mathematical skills that are needed for a career in psychology, or any other social science.

**Why do they study it in that order?**

The KS5 curriculum follows the AQA A Level Psychology specification 2015.

All topics are built upon previous content in each topic, research methods which are referred to and taught throughout the course. The order in which the topics are delivered to students helps with recall of knowledge but also development of many practical skills needed for the world of work, including application of theory.

All students will sit assessments at the end of each topic to address misconceptions and facilitate appropriate teacher interventions whilst also focussing on previously taught content.

**How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

- Knowledge is tested formatively in class through questioning and quizzes. At the end of each topic, students are required to complete an end of unit test
- 'Do it Now' tasks – often check understanding from previous lessons
- In year 13, an hour a week is dedicated to revisiting year one topics and students are required to attempt 16 mark exam questions in timed conditions for revision purposes

**How do your curriculum choices contribute to the student's cultural capital?**

In Psychology students are provided with the knowledge and behaviours applicable in the real world. This leads to developing an understanding of people, learning about careers and the world of work (psychiatry, counselling, sports psychology, eyewitness testimony, policing and human resources etc).

Students are provided with knowledge and experiences such as enrichment which will enable them to gain a cultural awareness and an appreciation of diversity.

They will also learn skills for resilience such as mindfulness and CBT and an understanding of the mental health issues that they and those around them may encounter in life. This will enable our students to become successful, resilient empathetic members of both our school and society.

We also encourage our students to challenge research and question the factual basis of material in a logical, methodical scientific manner. This is a life skill that will stand them in good stead for their future lives.

**How do you prepare students for learning beyond Key Stage 5?**

- Subscription to the British Psychological Society (BPS) – students have access to current articles, recent psychological developments and further study/career opportunities
- Careers page on website with UCAS information and links to Psychology at university
- Career information posters displayed in the classroom
- Extracurricular trips and guest speakers to inspire and motivate students

